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This document describes the Teacher Education Center Program, a cooperative program between the University of Maryland and the public school system which has been implemented to articulate and integrate theory and practice and bring together the preservice and inservice components of teacher education. One section of the document capsules the two components of the program: the preservice component provides intensive experiences in which the student is exposed to many different teachers who serve as models, while the inservice component provides both information conferences and a formal instructional sequence (emphasizin g the analysis and modification of teacher behavior, an examination of research in teacher education, the use of technology, and skills required in conferences with student teachers). Objectives of the program are outlined within the framework of joint sovereignty for teacher education between the University and the public schools. Sections on personnel role, budget, evaluation and research, and contributions to teacher education complete the document. Appended are particularized definitions of Center staff roles and duties, and criteria for staff selection. (SM)

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THE TEACHER EDUCATION CENTER: A UNIFYING APPROACH TO TEACHER EDUCATION

OFFICE OF LABORATORY EXPERIENCES

COLLEGE OF EDUCATION

UNIVERSITY OF MARYLAND

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THE TEACHER EDUCATION CENTER:
A UNIFIED APPROACH TO TEACHER EDUCATION

The Teacher Education Center concept is a unified approach to the study of teaching and supervision. It is a coordinated program of pre-service and in-service experiences planned and administered cooperatively by the University of Maryland and the public school system. The program is designed so as to serve the needs and interests of the experienced professional as well as those of the inexperienced undergraduate student. An individualized approach makes it possible for each to become a student of teaching in accordance with his own particular stage of professional development. Organizationally, a Teacher Education Center is a cluster of two or three geographically contiguous elementary schools or a cluster of one or two junior high schools and a senior high school.

Coordinating the continuing career development program in each center is a full-time Teacher Education Center coordinator who is jointly selected and employed by the University and the public school. Generally, his role is to plan an effective program of laboratory experiences for the University students assigned to the center schools and to coordinate an in-service program for the center staff who work with these students.

Development

The Teacher Education Center concept began with conversations between the University of Maryland and the adjoining public school systems. The impetus came from a mutual desire on the part of the University and the public schools to develop a more effective teacher education program, a program that would articulate, and in fact integrate, theory with practice and bring together the pre-service and the in-service components in such a way that a unified and continuous teacher education program evolves. It was recognized from the beginning that if this was to be accomplished, the public school must assume earlier and increased responsibility for the pre-service aspects of teacher education and the University must assume an increased and continuing responsibility for the in-service aspects.

In the numerous planning and policy-forming sessions that preceded the opening of these centers, it was agreed that the school system would provide the facilities, the instructional staff, and half the salary of the center coordinators. The University agreed to provide resource consultants, a tuition-free

sequence of courses designed to develop a resident staff of teacher education associates, and half the salary of the center coordinators.

Procedures and organizational patterns were also established for the joint identification and selection of center schools and center coordinators.

In the fall of 1966 five Teacher Education Centers, two secondary and three elementary, were opened in Montgomery County. One of these centers, Kemp Mill Elementary School, also had the distinction of becoming a part of the Multi-State Teacher Education Project.

In each center a full-time person who qualified by virtue of exceptional training and experience was jointly employed to coordinate the continuous teacher education program. Although coordinators can be selected from the school system or the University or from outside the public school or the University, all of the initial appointments were selected from public school personnel.

Program

The Teacher Education Center concept encompasses both pre-service and in-service staff development. The pre-service component consists of intensive and extensive experiences.

Student teachers have intensive on-going experiences wherein they gradually assume major instructional responsibilities. These experiences vary in number, duration, subject matter, grade level and ability groupings depending upon needs, interests, and developmental patterns of the individual student. Interspersed between these intensive experiences are a number of extensive experiences designed to give the student a broad and comprehensive view of teaching. The extensive experiences can very from short observations to longer periods involving limited participation. These are carefully planned as to the needs, the interests and the strengths of the individual and the resources of the center. With careful scheduling and planning, the resources of the center, the school system, and the university are unified into a meaningful pattern of developmental experiences.

By providing the student teacher the opportunity to associate and work with many faculty members, he is exposed to a variety of models as opposed to a single model. For example, student teachers may teach specific lessons in fields other than their area of specialization, teach at other grade levels, and devote substantial time to "focused" observation in order that they may discover the variety of teaching strategies employed by the teachers in the center. The extensive phase may also include micro-teaching sequences for skill development,

video-tape feedback of classroom teaching and inter-school and inter-center exchanges of student teachers.

The center coordinator coordinates the development of an in-service program reflecting the needs and interests of the faculty. Both the resources of the University and of the school district are utilized by the center coordinator as he develops this program. The in-service component encompasses both a "formal" instructional program and "informal" conferences with resource consultants from the University who assist in the development of curriculum and supervisory procedures.

The "formal" program is specifically designed to assist the teacher in his efforts to become a better and more effective teacher as well as a better and more effective teacher of teachers. A sequence of instruction is offered which has as its goal establishing the staff of the Teacher Education Center as associates in teacher education. This sequence emphasizes the analysis and modification of teacher behavior, an examination of the research in teacher education and allied fields, the use of multi-media and educational technology, assessment of behavioral change and the general skills required in conferencing with student teachers.

Objectives

The ultimate objective is a joint sovereignty for teacher education between the University of Maryland and the public school systems. The specific objectives which have been accomplished are listed below:

1. Eleven centers have been established in four school systems with a jointly appointed full-time coordinator in each center.
2. The first three courses of a sequence preparing teacher education associates have been organized.
3. The Teacher Education Center staff is assuming increasing responsibility for the supervision of pre-service students.
4. Individualized student teaching programs are providing a wide variety of models and experiences for University students.
5. The professional sequence for preparing teacher education associates is being expanded into a sixth-year program.
6. Media to record, analyze, and modify teaching and supervisory behavior is being developed for regular use by teachers.
7. Micro-teaching is being utilized.
8. A school-university coordinating committee has been established.
9. The teaching of undergraduate methods courses as an integrated part of the field experience is being tried experimentally.

10. The recognition of supervising teachers in released time and loads is being seriously considered with some minimal progress.

Personnel

The development of the Teacher Education Center concept has created new roles and necessitated a redefinition of existing roles of both the University and the public school.

The Center Coordinator is equally and simultaneously a staff member of both the University and the public school. In coordinating the pre-service and in-service program, he unifies the interests, the resources, and the ambitions of both institutions and enhances the attainment of mutual objectives. A more detailed description of his role appears in the exhibits.

Supervising Teachers include all teachers who are involved in guiding intensive experiences and/or extensive experiences. Their role is greatly expanded beyond that of the conventional supervising teacher. Since the entire center is a "classroom," the strengths of every teacher become available in some manner for the development of the prospective teacher. Supervision becomes a team effort in a very real sense.

The term University Resource-Consultant Supervisor represents an extension of the role of the conventional University supervisor. He serves as a curriculum and subject matter consultant, as well as a teacher education specialist to the center staff.

Budget

Teacher Education Centers have been established without additional funding. The customary honorarium paid to cooperating teachers has been diverted to staff development. These monies are used to recognize supervising teachers by providing University courses and workshop credit, consultant services to the in-service program, and sending selected center staff members to professional meetings and conferences.

Evaluation and Research

Preliminary research indicates that student teachers placed in Teacher Education Centers hold more socially desirable attitudes toward supervision from University faculty members than students in non-center schools. Center student teachers also rate the evaluative criteria used by college supervisors as clearer and more adequately communicated than do non-center students.

Center students participate more widely in the total school program and become involved in a greater diversity of experiences. Student teachers in centers also use a greater variety of instructional approaches than students in non-center schools.

Student teachers are being randomly assigned to centers and non-centers in order to compare their teaching performance and attitudes.

Although student teachers typically become more closed minded, apathetic and resistant to change, students in Teacher Education Centers do not. They seem to maintain the same general attitudes at the close of student teaching as they possessed at the beginning.

An analysis of the teaching performance data of the two groups indicates that student teachers in centers teach differently (statistically significant) than the non-center group.

Center student teachers talk less, elicit more pupil responses and extended pupil initiated responses, use, summarize and accept more pupil responses, and have a higher indirect-direct ratio as indicated by Flander's Interaction Analysis. They also ask more divergent and elaborating questions as indicated by the OScAR 5V.

The Teacher Education Center also provides a site for the study of teaching and supervision. Research is being conducted to test the efficacy of various procedures (modeling, video-tape feedback, etc.) for modifying both teacher and supervisory behavior using the classroom and/or micro-teaching format.

In addition to the above formal studies, an on-going evaluation program is being conducted jointly by the University of Maryland and the public school system.

Contributions to Teacher Education

Full implementation of the ideas embodied in the center concept will ultimately establish a new kind of joint sovereignty for teacher education shared by colleges, state departments of education, public schools, and professional associations.

A list of the implications of the University of Maryland Teacher Education Center concept can be found below:

1. An integration of the on-campus and the off-campus aspects of teacher education programs.
2. The assumption of greater responsibility for the pre-service component of teacher education by the public schools, and for the in-service component by the University.

3. A new position shared equally between the public schools and the University of Maryland.
4. The emergence of a new role for the college supervisor.
5. The assumption of greater direct financial responsibility for the preparation of teachers by state departments of education in the form of adjusted state-aid programs.
6. The abolishment of honoraria to cooperating teachers with the subsequent adjustment of regular salaries and/or faculty loads.
7. An increasing concern for teacher education skills in the employment of public school teachers.
8. The emergence of levels of pre-professional status and delineation and a clarification of the levels of professional status.
9. The strengthening of in-service teacher education programs.
10. The emergence of the supervised teaching internship as the usual practice rather than the exception.
11. Teacher certification will come after the successful completion of a supervised intern experience.
12. An uninterrupted, carefully planned, sequential transition from entry into the profession to full advanced professional status.
13. The emergence of standards for off-campus clinical Teacher Education Centers.

APPENDIX A

ROLE OF THE CENTER COORDINATOR

1. Furnish leadership in the development of the Center including assisting in the selection of new Center staff.
2. Carry out policy decisions as they relate to student teaching and in-service education.
3. Orient university students to the Center schools.
4. Schedule and conduct seminars for students assigned to the Center for Ed. 110 and student teaching.
5. Coordinate assignments and activities of students assigned to the Center. Arrange for the intensive and extensive experiences of student teachers.
6. Assist each prospective teacher in evolving a teaching role comfortable for him and appropriate to the learning situation.
7. Do the general supervision of all students assigned to the Center.
8. Evaluate student teacher performance and write recommendations.
9. Assess the needs of students and the staff of the Center regarding teacher education and then use school and University resources most appropriate in terms of these needs.
10. Coordinate the in-service staff development program for teacher education. This will be part of the larger, overall staff development program of the school which is the responsibility of the principal.
11. Guide cooperating teachers in supervisory techniques of working with student teachers.
12. Exercise leadership in introducing innovation and experimentation.
13. Work closely with school principal(s) in coordinating the student teaching program consistent with the school philosophy.
14. Constantly evaluate the on-going teacher education program and make recommendations to the school system and the University.
15. Serve on various committees which aid in forming policy and operational tasks for the Teacher Education Center.
16. Serve as liaison person between all parties.
17. Keep informed of current developments in teacher education.
18. Help interpret the Teacher Education Center program to educators and laymen.

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APPENDIX B

GUIDELINES FOR THE APPOINTMENT OF THE CENTER COORDINATOR*

I. RATIONALE

THE GROWING TREND TODAY IS FOR THE PUBLIC SCHOOL TO SHARE A GREATER RESPONSIBILITY FOR THE PREPARATION OF PROFESSIONAL EDUCATORS. THIS INCLUDES THE PRE-SERVICE AS WELL AS THE IN-SERVICE PREPARATION.

AS LABORATORY EXPERIENCES PROGRAMS EXPAND THERE IS A GROWING NEED FOR SPECIALLY TRAINED AND QUALIFIED PERSONNEL AT BOTH THE UNIVERSITY LEVEL AND IN THE COOPERATING PUBLIC SCHOOLS.

IDEALLY, THE SPECIALIST WHO SUPERVISES STUDENTS IN LABORATORY EXPERIENCES IN THE OFF-CAMPUS SCHOOLS SHOULD BE AS FAMILIAR WITH THE ORGANIZATIONAL PATTERNS AND INSTRUCTIONAL PROGRAMS OF THE PUBLIC SCHOOLS AS HE IS WITH THOSE OF THE UNIVERSITY.

THE ESSENCE OF TRULY COOPERATIVE EFFORTS RESIDES IN MUTUALLY RECOGNIZED AND SHARED OBJECTIVES - - A COMMON ALLEGIANCE TO A COMMON GOAL - THAT OF PREPARING OUTSTANDING TEACHERS.

ONE MEANS OF ASSURING MUTUALITY OF PURPOSE, IMPROVING UNDERSTANDING, AND DEVELOPING DYNAMIC, DEMOCRATIC COOPERATION, IS TO APPOINT SPECIALISTS WHO WOULD BE JOINTLY APPOINTED AND EMPLOYED BY THE UNIVERSITY AND THE PUBLIC SCHOOLS, SPECIALISTS WHOSE SPECIFIC AND TOTAL RESPONSIBILITY IS TO COORDINATE PROGRAMS OF PRE-SERVICE AND IN-SERVICE STAFF DEVELOPMENT IN TEACHER EDUCATION CENTERS.

*THIS PAPER WAS COOPERATIVELY PREPARED BY THE UNIVERSITY OF MARYLAND AND THE MONTGOMERY COUNTY PUBLIC SCHOOLS PRIOR TO THE INITIAL APPOINTMENT OF CENTER COORDINATORS.

II. NATURE OF THE ASSIGNMENT

A. EMPLOYMENT WILL BE COOPERATIVELY ARRANGED BY THE DEAN OF THE COLLEGE OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS - OR BY THEIR DESIGNATED REPRESENTATIVES.

B. EMPLOYMENT WILL BE FOR A MINIMUM OF 10 MONTHS PER YEAR.

C. SALARY WILL BE IN ACCORDANCE WITH THE EXTABLISHED SALARY SCALE OF THE PUBLIC SCHOOL AND AT THE APPROPRIATE LEVEL OF THE INDIVIDUAL BEING EMPLOYED.

D. A COOPERATIVE DECISION WILL BE MADE AS TO PROPORTIONATE PERCENTAGES OF TIME TO BE SPENT WORKING FOR THE UNIVERSITY AND THE SCHOOL SYSTEM. EACH INSTITUTION WOULD THEN PAY A CORRESPONDING PERCENTAGE OF THE SALARY OF THE JOINT APPOINTEE.

E. THIS PERSON WOULD BE INVOLVED WITH BOTH THE PRE-SERVICE DEVELOPMENT OF TEACHER EDUCATION STUDENTS AND THE IN-SERVICE DEVELOPMENT OF REGULARLY EMPLOYED PERSONNEL.

F. THE JOINT APPOINTEE WOULD NOT SERVE AS AN ARM OF THE ADMINISTRATIVE OR SUPERVISORY SERVICES OF ANY PARTICULAR SCHOOL BUILDING BUT WHILE WORKING IN CLOSE COOPERATION WITH THESE SERVICES WOULD SERVE AS AN EXTENSION OF THE SUPERINTENDENT OF SCHOOLS AND THE DEAN OF THE COLLEGE OF EDUCATION.

III. RECOMMENDED CRITERIA FOR THE SELECTION OF SCHOOL - UNIVERSITY COORDINATORS

A. PROFESSIONAL REQUIREMENTS

1. MASTERS DEGREE (MINIMUM)
2. ADVANCED PROFESSIONAL CERTIFICATE IN AREA OF TEACHING
3. FIVE YEARS OF CONSISTENTLY SUCCESSFUL TEACHING OR SCHOOL EXPERIENCE
4. EXPERIENCE IN WORKING WITH STUDENT TEACHERS

B. DESIRABLE PROFESSIONAL EXPERIENCES

1. PUBLIC SCHOOL SUPERVISORY AND/OR ADMINISTRATIVE EXPERIENCE
2. COLLEGE TEACHING AND/OR SUPERVISION

C. DESIRABLE PERSONAL CHARACTERISTICS

1. DEMONSTRATED PROFESSIONAL COMPETENCE
2. THINKS LOGICALLY AND CREATIVELY
3. UNDERSTANDS AND UTILIZES GROUP DYNAMICS
4. DEMONSTRATES STABILITY - EMOTIONAL, INTELLECTUAL, AND PHYSICAL
5. DEMONSTRATES A RESPECT FOR AND UNDERSTANDING OF THE WORTH AND DIGNITY OF OTHERS, BOTH CHILDREN AND ADULTS
6. DEMONSTRATES A KNOWLEDGE AND UNDERSTANDING OF HUMAN DEVELOPMENT.
7. REVEALS POSITIVE, PROGRESSIVE, UP-TO-DATE ATTITUDE AND UNDERSTANDINGS REGARDING EDUCATION IN GENERAL AND TEACHING IN PARTICULAR

IV. SELECTION

A. ANY APPLICANT MEETING THE REQUIREMENTS LISTED ABOVE MAY APPLY

B. APPLICATIONS MAY ORIGINATE WITH EITHER THE UNIVERSITY OF THE PUBLIC SCHOOL SYSTEM AND WILL BE PRESENTED TO A JOINT SCHOOL - UNIVERSITY SELECTION COMMITTEE FOR REVIEW AND SCREENING

C. THIS SELECTION COMMITTEE WILL RECOMMEND CANDIDATES FOR APPOINTMENT TO THE DEAN OF THE COLLEGE OF EDUCATION AND THE SUPERINTENDENT OF SCHOOLS

D. EMPLOYMENT WOULD BE BY THE MUTUAL AGREEMENT OF THE UNIVERSITY AND THE BOARD OF EDUCATION

E. FOR PURPOSES OF TENURE, CERTIFICATION, SALARY AND EMPLOYEE BENEFITS THESE SPECIALISTS WILL BE CONSIDERED AS EMPLOYEES OF ONE INSTITUTION. FOR OTHER PURPOSES THEY WILL BE CONSIDERED TO BE EMPLOYEES OF BOTH INSTITUTIONS.

DUTIES

A. TO SERVE AS LIAISON PERSON BETWEEN THE UNIVERSITY AND THE SCHOOL SYSTEM

B. TO COORDINATE THE ASSIGNMENTS AND ACTIVITIES OF STUDENTS ASSIGNED TO A CENTER FOR LABORATORY EXPERIENCES

C. TO <u>COOPERATIVELY</u> SUPERVISE STUDENTS ASSIGNED TO A CENTER WITH THE COLLEGE RESOURCE CONSULTANT SUPERVISOR

1. <u>At the secondary level</u> - A very generalized kind of supervisor in relation to academic areas other than the major area of the Center Coordinator. Within the major area competencies of the coordinators it would seem logical that greater responsibility for supervision could be assumed over and above being a general supervisor.

2. <u>At the elementary level</u> - Major responsibility for supervision will be given to the Center Coordinator.

COLLEGE RESOURCE CONSULTANT SUPERVISORS WILL BE INVOLVED IN THE PRE-SERVICE SUPERVISORY PROGRAMS IN BOTH THE ELEMENTARY AND SECONDARY CENTERS

D. STAFF DEVELOPMENT RESPONSIBILITIES FOR IN-SERVICE ACTIVITIES. THIS WOULD IMPLY CLOSE WORKING RELATIONSHIPS WITH SCHOOL SUPERVISORS, DEPARTMENT HEADS, PRINCIPALS, ETC. AS PROGRAMS ARE DEVELOPED AND COORDINATED FOR THE CENTER STAFF

E. INSTRUCTIONAL RESPONSIBILITIES MIGHT INCLUDE INVOLVEMENT IN THE TEACHING OF METHODS OR OTHER RELATED TEACHER EDUCATION COURSES AS THE NEED MIGHT ARISE

F. TO CONSTANTLY EVALUATE THE ON-GOING PROGRAM

G. TO KEEP INFORMED ABOUT CURRENT DEVELOPMENTS AND LEADERS IN TEACHER EDUCATION

H. TO FURNISH LEADERSHIP IN THE IMPROVMENT OF THE CENTER'S PROGRAM

I. TO MAINTAIN CLOSE COMMUNICATIONS WITH THE OFFICE OF LABORATORY EXPERIENCES, THE OFFICE OF STAFF DEVELOPMENT, THE BUILDING ADMINISTRATORS, AREA DIRECTORS, ETC.